

Students' Perceptions on the Personality Competence of Native and Non-Native Lecturer in IAIN Palangka Raya

Ahmad Rusda Yanto

Rusda.ahmadyanto@gmail.com

Zaitun Qamariah

zaitun.qamariah@iain-palangkaraya.ac.id

IAIN Palangka Raya

Abstract

The purpose of this study was to determine students' perceptions of the personal competence of native and non-native lecturers at IAIN Palangka Raya, as well as students' perceptions in terms of improving English language abilities after studying with native non-native lecturers and their hopes for their teachers. 50 students as samples to answered questionnaire and 5 students as the main speakers in the interview to explain more deeply about the personal competence of native speakers and not native speakers. To collect data, researchers used questionnaires and interviews. The main research findings have shown that: (1) most students have positive perceptions or "agree" with the presence of native and non-native lecturers who have provided good benefits in learning English. Student have benefited greatly from learning with native speakers (77%) or non-native speakers (81%). (2) Students agree that their English language skills develop after being taught by native and non-native lecturers (72%) with agreed upon categories. (3) While the students' expectation of native-speaking lecturers is also able to understand Indonesian language and culture, while Non-native speakers are expected to be able to further improve their achievements in the field of English (84%). Moreover, the students also found some problems during the learning process with both native and non-native teachers.

Keywords: perception; native lecturer; non-native lecturer; personality.

INTRODUCTION

The study explain many ways to show facts about students' perceptions of their teacher. As Shahih's (2005, p. 2) states that native speakers of English are very natural from the native culture and language they use, while non-native speakers have some flaws in mastering foreign languages which are often confusing. Harbord (2011) also agree of the use of L1 in a second language classroom and calls it as a "humanistic approach" because it can provide the communication as well as make rapport between learners and teacher. Some issue that student feels when they taught by the lecture of native English teacher speaker and non-native English teacher speaker which it is all about four skill they learn about speaking, listening, writing and reading. But this is understood by non-native teachers as a problem that can be understood from the behavior of students in the class Tazzi & Jin (2005, p. 196). It has been assumed that is students experience being

Institut Agama Islam Negeri (IAIN) Palangka Raya Indonesia, 21-22 October 2020

<http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt>

Copyright © 2020 by INACELT

taught by a native speaker brings positive impacts not only to their ability in using English but also their motivation in learning.

The study discuss the importance of this study to determine the impact that is influenced by the presence of a native speaker at state Islamic Institute of Palangka Raya. Which native speaker is presented as a lecturer for English students who still need a lot of guidance. This study reveal the impact of native speakers on whether there is an increase in student learning.

The number of native speaker lecturers is only in the 2019 – 2020 school year, therefore the researcher took the opportunity to measure the level of success and achievement obtained by students who directly interact with a native speaker. All influence measured directly through a questioner while measuring the increase in motivation or enthusiasm for learning caused by native speaker lecturers.

An especially non-native speaker can explain and teaching English as grammar patterns or certain expressions easier than a native speaker, when student misunderstanding, the teacher may directly explain by their mother tongue. The teacher has the same mother language it directly has similarities in culture, opinion, and premise. Students who appear to be passive or don't ask questions, for these native teachers it might not be useful. But this is understood by non-native teachers as a problem that can be understood from the behavior of students in the class Tazzi & Jin (2005, p. 196).

Among students quite sure and also English teachers. As Shahih's opinion (2005, p. 2) states that native speakers of English are very natural from the native culture and language they use, while non-native speakers have some flaws in mastering foreign languages which are often confusing. Sometimes mistakes occur in different pronunciations and meanings. So that it can be understood the importance of learning a foreign language with native speakers.

This study addressed research problem as follow:

1. How are the students' perceptions of native and non-native English Speaker lecturers in teaching English on the English study program in IAIN Palangka Raya?
2. How are the students' persceptions on their ability and knowledge in English after being taught by native speaker lecturers on the English study program in IAIN Palangka Raya?
3. How are the students' expectations regarding the roles of native speaker and non-native speaker lecturers in helping improve their skills in English?

METHOD

The inquire about sort utilized blended strategy in which subjective and quantitative are combined or blended. A blended strategy is centered on gathering and analyzing both subjective and quantitative information in a single consider Creswell (2003, p. 240). Another definition, the blended strategy could be a inquire about in which

the analyst collects, analyzes and blends both quantitative and qualitative information in a single think about or multiphase program of request (Burke, Anthony & Turner, 2007, p. 112).

According to Bogdan and Biklen (1998). Interviews are deliberate discussions, ordinarily between two individuals but in some cases include more, coordinated by one to induce data from the other. In common, there are three sorts of interviews. There's; undirected interviews, coordinated interviews, and blended interviews.

This research uses a quantitative approach and survey as a research design. Survey design is procedure quantitative research in a small group to administer a survey use questionnaires. Which one is called the sample to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (called the population) the main goal of the research survey design to help the situation in which evidence does not address the initial research question. A set of questionnaire was used as an instrument for this research to identify and measure the attitudes of the participants toward the given topic. The items in the questionnaire were adopted by the researcher based on the ideas proposed by Medgyes (1992) and Timmis (2002) in research from Rahmila IAIN Antasari 2011 who conducted research on a similar topic but different in teachers, students and location.

This questionnaire consists of 24 items for a native and non-native lecturers. It questions are the same for each item. The research questionnaire in closed form by using a Likert scale. 20 statement items were rated, 1 strongly disagreed, (SD), 2 disagreed (D), 3 uncertain (UN), 4 agreed (A), and 5 strongly agreed (SA). And for negative item statements with reverse scaling used.

This is in line with the opinion of Riduwan (2012: 70) which says that if the subject is large, it can be taken between 10-15% or 20% -25% or more. Based on this theory, the authors took a class sample based on a population of 180 people. This research used purposive sampling, then only 45 people were taken as samples for this study. Which is divided into two batches, for class 4 semester 25 people are used and semester 6 is for 25 people.

Based on Arikunto (2010, p. 190) Formulation : Total Population multiplied 25% = Sample. $191 \times 25\% = 47.45$ from 47.45 rounded to 48 student as sample this research. Data from 48 to be 50 people were divided to take data from 2 batches to 25 students per class to answer questionnaire questions from 50 people were divided to take data from 2 batches to 25 students per class to answer questionnaire questions.

FINDINGS

Data Presentation in Quantitative

The percentage calculation of the questionnaire result on the students' perceptions on the personality competence of native and non-native lecturer in iain palangka raya.

Table 1. Result of Questionnaire

No	Statement	Number & Percent	Scale					Total
			SD=1	D=2	U=3	A=4	SA=5	
1	Having a native speaker is a must if we want to be successful in learning English	Number	1	1	10	21	17	50
		Percent	2%	2%	20%	42%	34%	100%
2	Learning English with native speakers is more effective.	Number	1	2	15	23	9	50
		Percent	2%	4%	30%	46%	18%	100%
3	The native speaker has better methods and techniques in teaching than the nonnative speaker	Number	0	6	17	22	5	50
		Percent	0%	12%	34%	44%	10%	100%
4	Native speaker teacher is more approachable than non-native teacher	Number	3	9	26	11	1	50
		Percent	6%	18%	52%	22%	2%	100%
5	It would be more helpful if native speakers also learn and understand my native language and culture.	Number	1	1	3	29	16	50
		Percent	2%	2%	6%	58%	32%	100%
6	The native speaker is the best teacher	Number	1	6	19	21	3	50
		Percent	2%	12%	38%	42%	6%	100%

7	My English would not be as good as new without the help of native speaker	Number	3	7	20	16	4	50
		Percent	6%	14%	40%	32%	8%	100%
8	I feel at ease when practicing my English with a native speaker	Number	0	4	12	31	3	50
		Percent	0%	8%	24%	62%	6%	100%
9	My interest in the English language has increased because of a native speaker	Number	0	3	12	29	6	50
		Percent	0%	6%	24%	58%	12%	100%
10	When I speak, I want to sound like a native speaker	Number	2	2	4	20	22	50
		Percent	4%	4%	8%	40%	44%	100%
11	My awareness and understanding of western culture have increased after learning from a native speaker	Number	1	5	9	24	11	50
		Percent	2%	10%	18%	48%	22%	100%
12	I feel nervous when practicing my English with native speakers because I am afraid they would not understand me	Number	4	7	10	18	11	50
		Percent	8%	14%	20%	36%	22%	100%
13	Although I have learned from a native speaker, I am still not confident with my ability	Number	3	13	12	18	4	50
		Percent	6%	26%	24%	36%	8%	100%

14	In my view, non-native teachers can teach learning strategies more effectively.	Number	0	5	17	19	9	50
		Percent	0%	10%	34%	38%	18%	100%
15	The way non-native teachers talk and teach is easier to understand	Number	0	3	10	27	10	50
		Percent	0%	6%	20%	54%	20%	100%
16	Non-native teachers are more able to anticipate my difficulties in learning	Number	0	4	12	20	14	50
		Percent	0%	8%	24%	40%	28%	100%
17	Non-native teachers show more empathy toward my learning problems rather than native speaker teachers	Number	0	4	10	27	9	50
		Percent	0%	8%	20%	54%	18%	100%
18	I believe that non-native speaker teachers can be a better model of the successful language learner.	Number	0	1	25	19	5	50
		Percent	0%	2%	50%	38%	10%	100%
19	Non-native teacher of English can also have competence and proficiency like a native speaker	Number	1	3	3	24	19	50
		Percent	2%	6%	6%	48%	38%	100%
20	Non-native teachers understand my habit and behavior more than native speakers do	Number	0	3	13	22	12	50
		Percent	0%	6%	26%	44%	24%	100%

21	To improve their skills, nonnative teachers should pursue their higher education in countries where English is the first language	Number	1	0	6	30	13	50
		Percent	2%	0%	12%	60%	26%	100%
22	The skills and the success of non-native teachers inspire me to achieve the same or even better competence than theirs	Number	1	0	6	30	13	50
		Percent	2%	0%	12%	60%	26%	100%
23	The ability of non-native teacher in using the same mother tongue as me is an advantage as it can help the process of teaching and learn more successful	Number	1	0	6	36	7	50
		Percent	2%	0%	12%	72%	14%	100%
24	The ideal non-native teachers are those who have achieved native-like proficiency in English.	Number	1	0	10	24	15	50
		Percent	2%	0%	20%	48%	30%	100%

The survey disseminated to the understudies in the classroom after their learning. The rate of the comes about on students' discernment as follows. Based on the table, the students' appeared positive discernment toward the native and non-native lecture in the English classroom at IAIN Palangka Raya.

Tabel 2. Final Result of Analysis Students' Perception

NO	Score	Categorized	NO	Score	Categorized
1	84	STRONGLY AGREE	13	65	AGREE

2	78	AGREE	14	76	AGREE
3	73	AGREE	15	81	STRONGLY AGREE
4	62	AGREE	16	81	STRONGLY AGREE
5	87	STRONGLY AGREE	17	80	STRONGLY AGREE
6	70	AGREE	18	74	AGREE
7	67	AGREE	19	86	STRONGLY AGREE
8	76	AGREE	20	80	STRONGLY AGREE
9	84	STRONGLY AGREE	21	77	AGREE
10	84	STRONGLY AGREE	22	85	STRONGLY AGREE
11	79	AGREE	23	83	STRONGLY AGREE

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total score}}{\text{Total Item}} \\
 &= \frac{1.869}{24} \\
 &= 78\% \text{ (Agree)}
 \end{aligned}$$

Based on the results of the questionnaire, students felt that native speaker lecturers and nonnative speakers both gave positive and good impacts on students in learning English. This is indicated by the positive perception of native and non-native lecturers in the English class that is needed to help to learn English. The total questionnaire items consisted of 24 questions with the final result being 78% and categorized Agree.

1. Student Perception About Native Speaker

Based on questionnaire results, data collected from students. Shows that all categories of questionnaires about native speakers have been dominated by positive opinions with a total of 77% the categorized is Agreed. Students having an agreement together to agree on the benefits and positive impacts received while learning with native speakers. This matter has been clarified again with several points which show that students strongly support the presence of a native speaker in the process of learning English. Based on questionnaire results, data collected from students. Shows that all categories of questionnaires about native speakers have been dominated by positive opinions with a total of 77% the categorized is Agreed. Students having an agreement together to agree on the benefits and positive impacts received while learning with native speakers. This matter has been clarified again with several points which show that students strongly support the presence of a native speaker in the process of learning English.

2. The students' perception non-native speaker lecturers

Based on the results of the questionnaire, data were collected from students. Show that all questionnaire categories are about students' perceptions of non-native abilities and knowledge. The results have been dominated by positive opinions with a total of 81% which qualify strongly agree. Students have agreed for the benefits and positive impacts received while studying with non-native lecturers. This has been clarified again by some who show that students strongly support the language presence of non-native lecturers in the learning process.

3. Students' Perceptions of their ability and knowledge after being taught by a native speaker teacher

Based on the questionnaire results, data are collected from students. Shows that all questionnaire categories about students' perceptions of their abilities and knowledge after being taught by native and non-native speaker teachers. The results have been dominated by positive opinions with a total of 72% who qualify is Agree. Students have agreed together for the benefits and positive impacts received while studying with native lecturers and non-native lecturers. This has been clarified again by some who show that students strongly support the presence of native and non-native English in the learning process.

4. Students' expectations toward Native Lecturer and Non-Native lecture

The following is a discussion of data about expectations and views of student expectations of native and non-native lecturers. As the data shows varied results. 83% strongly agreed with the average category of data shows that students expect the development of each teacher because their hope of learning with native and non-native is the presence of relevant new knowledge.

DISCUSSION

As discussed in the previous section of this research, to reveal students' needs, it is important to find out some information relating to the needs of the target students and learning needs. This research provides information about students' confidence in collecting students' personal data. From 110 students, the data findings show that all classes of students' confidence in learning English are dominated by many who agree from various classes from first semester to eighth semester. That with three important things that include in this study is asking about policies, expectations and conditions English learning. Of the 3 important things were compiled through questionnaires and interviews. and after being reviewed through this research, the results of it all produce positive results with the belief that students are very important to learn English is one of the *dakwah* tools for communication and broadcasting of Islam in the national and international realm. At this time Muslims need reliable preachers, so that the points of Islamic law and Islamic law are delivered and can be practiced. Thus, making themselves as servants who fear Allah SWT.

CONCLUSION

Based on the manual calculation and calculation using SPSS 18.0 program. The result of all these categories is 77.2% and is categorized Agree that students' belief in the importance of positive English learning is high ($r_{xy} = 0.444 > r_{table} = 0.05$ at 5%). The conclusion of this results indicates that the majority of KPI study program students have a positive belief or "agree" to the importance of English for them as a preaching tool of Islamic communication and broadcasting. The concept that is based on this research is the assessment of three categories namely student necessities, student wants, and student lacks.

REFERENCES

- Ahmad, I., (2010). Metodologi Pembelajaran Bahasa Inggris. Bandung: Humoniora
- Ahmed, S., (2015). Attitudes towards English Language Learning among EFL Learners at UMSKAL. *Journal of Education and Practice*, 6 (18), 6-18.
- Al-Baqiy, M.F.A., (1991). al-Mu'jam al-Mufaharas li al-Fas al-Qur'an al-Karim (3 ed.,) (Kairo: Dar al-Hadi), 257-260
- Alqunayeer H. S., Zamir S. (2016). Needs Analysis of Saudi EFL Female. *Journal of Curriculum and Teaching*.
- Al-Roomy. M., (2015). "Evaluating Saudi University Students' Beliefs about Learning English" *International Journal of English Linguistics*; Vol. 5, No. 1.
- Al-utsaimin, S., (2001). "kitabul ilmi maktabah ummu salma Al-atsariyah" Mesir: Darul itqan Al-iskandariyah.
- Al-Zahrani, M. (2008). Saudi secondary school male students' attitudes towards English: An exploratory study. *J. King Saudi University, Language and translation*, 20, 25-39.
- Boakye. N., (2007). "Investigating students' belief about language learning" *Journal home page* <http://perlinguam.journal.ac.za>. P:1-14
- Borg, W.R. & Gall, M. D. (1983). *Educational Research; an Introduction (4th ed)*. New York and London: Longman Inc.
- Wahyuni, H.I & Heryanto, G.G (2013). "Communication and Broadcasting Future Islam: (KPI Epistemology and Strengthening the Existence of Kpi Departments), " Paper in the National Seminar and Communication Forum on Islamic Broadcasting Indonesia in Yogyakarta, p. 36
- Yaqub, A.L., (2008). Sejarah dan Metode Dakwah Nabi (Jakarta: Pustaka Firdaus)